

HANDBOOK

FOR

EXTERNAL EXAMINERS

March 2009

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Leaders and Participants in the Development of Professional Practice for Teacher Education

LEADERS

Name	Contact Details
Dr. Munawar S. Mirza	Vice Chancellor, University of Education
Dr. Muhammad Amjad Saqib	Project Director, Canada Pakistan Basic Education Project
Aslam Kamboh	Project Director, Directorate of Staff Development, Lahore
Talat Khurshed	Director, Federal College of Education, Islamabad
Farhat Saleem	Principal, University of Education, Bank Road Campus, Lahore
Dr. M. Maqbool Mahmood Bhatti	Principal, University of Education, Multan
Saffora Syed	Principal, Government College for Elementary Teachers, Nawan Shehr, Multan
Abdul Sattar Ashger	Principal, Government College for Elementary Teachers, Rangeelpur, Multan
Muhammad Islam Sidiq	Principal, Government College for Elementary Teachers, Bosan Road, Multan
Tassadaq Hussain Khokhar	Principal, Senior Subject Specialist, , University of Education Bank Road, Lahore
Mazahir Hussain	Principal, Government College for Elementary Teachers, Kot Lakhat, Lahore

PRACTICUM WORKING GROUP

Name	Contact Details
University of Education	
Dr. Asad Gulzar	Practicum Working Group , Faculty, University of Education Township Campus, Lahore
Dr. Muhammad Iqbal	Practicum Working Group , Division of Education, University of Education
Farhat Saleem	Practicum Working Group , Principal, University of Education Bank Road Campus, Lahore
Ishrat Hussain Basri	Practicum Working Group , University of Education, Multan
Nasreen Gulzar	Practicum Working Group, Faculty , University of Education Multan
Rehmat Ali Chohan	Practicum Working Group , Assistant Professor, University of Education, Multan
Shafqat Ali	Practicum Working Group, Assistant Professor , University of Education, Lower Mal Campus, Lahore

Name	Contact Details
Federal College of Education	
Rashida Fatima	Practicum Working Group , Federal College of Education, Islamabad
Ruhul Amin	Practicum Working Group , Federal College of Education, Islamabad
Shafia Hanif	Practicum Working Group , Federal College of Education, Islamabad
Directorate of Staff Development	
Abdullah Faisal	Practicum Working Group , Deputy Director, Provincial Institute of Teacher Education, Lahore
Rizwana Sirhandi	Practicum Working Group , Government College for Elementary Teachers, Kot Lakhpat, Lahore
Syed Tasadduq H. Bokhari	Practicum Working Group , Senior Subject Specialist, Government College for Elementary Teachers, Kot Lakhpat, Lahore
Faizullah Khan Tareen	Practicum Working Group , Senior Subject Specialist, Government College for Elementary Teachers, Bosan Road, Multan
Muhammad Islam Sidiq	Practicum Working Group , Principal, Government College for Elementary Teachers, Bosan Road, Multan
Muhammad Kamran	Practicum Working Group , Senior Subject Specialist, Government College for Elementary Teachers, Bosan Road, Multan
Parvez Asghar	Practicum Working Group , Senior Subject Specialist, Government College for Elementary Teachers, Bosan Road, Multan
Farhat Gillani	Practicum Working Group , Senior Subject Specialist, Government College for Elementary Teachers, Nawan Shehr, Multan
Naghma Shirin	Practicum Working Group , Senior Subject Specialist, Government College for Elementary Teachers, Nawan Shehr, Multan
Ulfat Kazmi	Practicum Working Group , Senior Subject Specialist, Government College for Elementary Teachers, Nawan Shehr, Multan
Abdul Sattar Ashger	Practicum Working Group , Principal, Government College for Elementary Teachers, Rangeelpur, Multan
Muhammad Ahmad	Practicum Working Group , Senior Subject Specialist, Government College for Elementary Teachers, Rangeelpur, Multan
Muhammad Riaz	Practicum Working Group , Senior Subject Specialist, Government College for Elementary Teachers Rangeelpur, Multan
Sajid Hameed Khan	Practicum Working Group , Senior Subject Specialist, Government College for Elementary Teachers, Rangeelpur, Multan

Name	Contact Details
Canada Pakistan Basic Education Project	
Dr. Robert A. Sargent	Practicum Working Group , Consultant, Canada Pakistan Basic Education Project
Huma Mirza	Practicum Working Group , Technical Advisor, Canada Pakistan Basic Education Project
Khalid Mahmood	Technical Advisor, Canada Pakistan Basic Education Project
Rafiq Jaffar	Consultant, Canada Pakistan Basic Education Project
Razia Jaffar	Consultant, Canada Pakistan Basic Education Project

SUPPORTERS

Name	Contact Details
Abid Ali	Student, Government College for Elementary Teachers, Bosan Road, Multan
Abida Akram	Subject Specialist, Government College for Elementary Teachers, Bosan Road, Multan
Ahmad Khan	Senior Subject Specialist, Government College for Elementary Teachers, Bosan Road, Multan
Ahmad Raza Naeem	Primary School Teacher, Government Elementary School
Ahmed Ferooz Khalid	Senior Subject Specialist, Government College for Elementary Teachers, Bosan Road, Multan
Almas Khalid	Secondary School Teacher
Anwer Mahmood Paracha	Senior Subject Specialist, Government College for Elementary Teachers, Bosan Road, Multan
Anyat Ali Qureshi	Senior Subject Specialist, Government College for Elementary Teachers, Bosan Road, Multan
Arshad Ali	Elementary School Teacher, Government Elementary School
Asghar Ali	City District Government Boys High School, Amar Sidhu
Asia Khatoon	Government Girls Middle School
Ayesha Kabeer	Project Officer (Communication), Canada Pakistan Basic Education Project
Azra Khanum	Government Girls Middle School
Dost Mohammad Khan	Primary School Teacher, City District Government High School

Name	Contact Details
Ehsan Shahid Siddiqi	Senior Subject Specialist, Government College for Elementary Teachers, Bosan Road, Multan
Hafiz Bashir Ahmad	Senior Subject Specialist, Government College for Elementary Teachers, Bosan Road, Multan
Haroon Khalid	Senior Subject Specialist, Government College for Elementary Teachers, Bosan Road, Multan
Huma Urooj	Student, Government College for Elementary Teachers, Bosan Road, Multan
Ijaz Hussain	Elementary School Teacher, Government Elementary School
Iqbal Tanvir	Senior Subject Specialist, Government College for Elementary Teachers, Bosan Road, Multan
Ishtiaq A. Awan	Senior Subject Specialist, Government College for Elementary Teachers, Bosan Road, Multan
Ismat Azeem	Senior Subject Specialist, Government College for Elementary Teachers, Bosan Road, Multan
Javaira Ali	Student, Government College for Elementary Teachers, Bosan Road, Multan
Javed Afzal	District Education Officer, Multan
Lubna Yazdani	Secondary School Teacher, Government Girls High School
M. Yassin Arfat	Student, Government College for Elementary Teachers, Bosan Road, Multan
Maria	Student, Government College for Elementary Teachers, Bosan Road, Multan
Mazhar Hussain	Primary School Teacher
Mehar Allah Buksh	Executive District Officer (Education)
Mohammad Shafi	Qazi Pilot High School, Kot Lakhpat, Lahore
Muhammad Afzal Khan	Senior Subject Specialist, Government College for Elementary Teachers, Bosan Road, Multan
Muhammad Naeem Anjum	Student, Government College for Elementary Teachers, Bosan Road, Multan
Muhammad Sajid Hameed	Elementary School Teacher
Muhammad Saleem	Assistant Professor, University of Education
Muhammad Tahir Irfan	Project Assistant, Canada Pakistan Basic Education Project
Munawar Tabassum	Government Model Girls High School, Model Town Lahore

Name	Contact Details
Zahida Perveen	Primary School Teacher, Government Girls Middle School
Zainab Shaheen	Government Girls High School

Introduction

This Professional Practice Manual has been developed to facilitate implementation of a new practicum model in teacher education institutions associated with the Canada Pakistan Basic Education Project (CPBEP). These colleges and campuses will implement this new system of professional practice in September 2009. In order to guide that transformation, the rules, roles, principles and procedures necessary for success have been compiled in a series of practicum manuals. This particular manual is for external examiners.

The main authors, designers, and educators contributing to this Professional Practice manual are members of the Practicum Working Group (PWG) organized under the auspices of the Canada Pakistan Basic Education Project. Other ideas were incorporated after the *International Conference on Teacher Education* held in Lahore in March 2008. At another forum, the recommendation was made to extend teaching practice to a minimum of ten weeks. While the Professional Practice model does offer increased time in schools, it does not currently reach this standard. As a principle, however, the authors acknowledge that the Professional Practice model may have to be further developed to meet this suggested minimum standard for time in schools. The current version is merely a draft; a very good development, but a draft nonetheless.

In order to revise the professional development of prospective teachers, the members of the PWG were given a number of learning opportunities such as workshops, research projects, assigned tasks, study tours and consultative dialogue with colleagues in the various partner institutions. From the experience gained, the information gathered, and the ideas developed through discussion and consensus-building, the PWG proposed a number of recommendations designed to address concerns about the teaching practice model currently in use. While resolving those problems, the PWG advocated for a new teaching practice system. This draft is the product of many months of debate and constructive dialogue.

The new practicum structure is called the Professional Practice model. It provides more time for in-school learning. It has been developed to provide opportunities to link theory with practice. As the PWG refined this structure, they realized that the new model needed to be adopted within a framework of school-college partnerships that became known as the “family of schools.” This community of learners is an essential feature for the new practicum system. It is important that all colleges and campuses work to create collaborative relations within their family of schools.

The PWG realize that the Professional Practice model requires a support network for all prospective teachers. Such a network will assist the development of the knowledge, skills and attitudes needed for the authentic world of classrooms and schools. This structure of support and mentoring was initially referred to as the “scaffold” within which prospective teachers can learn, experiment and develop an understanding of classrooms and schools in action. However, subsequently a change occurred that gave rise to the name Professional Practice. This is the model currently outlined. The model includes built-in structures of formal faculty mentoring and cooperating teacher support.

The PWG feel that, with a sufficiently strong scaffold, all prospective teachers will be able to learn and ultimately make the connections between educational theory and classroom practice. The goal is to establish strong reflective practice, as well as a mentoring and support system for prospective teachers, with sufficient time in schools to develop the necessary knowledge, skills and attitudes. The PWG believe that, with these learning opportunities in place, the prospective teacher will become a more confident, secure, capable and caring professional who is able to enter the world of teaching with an effective toolkit of ideas, skills and principles.

To reach the stage of full implementation, the Professional Practice model has been piloted, critically examined and presented for open debate in every possible forum. The Professional Practice model stands up well to critical analysis. However, although it presents a structured, sequenced and systematic approach, the model is not a dogmatic prescription. Where necessary, institutions will make modifications to suit their own unique circumstances. There is enough scope within the recommendations to facilitate most adaptations.

Aims and Vision of Professional Practice

Introduction

The practicum – time spent in schools learning about teaching – should be the core of all pre-service teacher education. This philosophical approach has been adopted in the design of the Professional Practice model. Professional Practice is recommended as the central pillar of the Bachelor of Education programme offered by the University of Education and all affiliated institutions. The new Professional Practice practicum maximizes time in schools. It is also linked closely with course work and assignments from the colleges and campuses so that all prospective teachers have maximum opportunities to develop the necessary knowledge, skills and attitudes.

The practicum component is an integral part of the Bachelor of Education. It allows prospective teachers time in schools to engage in authentic classroom experience from the perspective of a teacher. The practicum also allows enough time to gather the essential knowledge, practice the critical skills, and develop the necessary attitude that results in effective, caring professionalism. The learning experiences are designed to facilitate the development of a repertoire of teaching techniques and strategies that are applicable at all levels, whether primary, elementary or secondary.

The practicum has also been specifically designed to provide a scaffold of support, mentoring and learning that progressively builds the desired knowledge, skills and attitudes. The

practicum model contains built-in features to ensure the creation of an environment that is gender- and human rights-sensitive and learner-centered, with consideration for female faculty, prospective teachers, cooperating teachers and students. All prospective teachers will work in a supportive team of cooperating schoolteachers, peers and faculty from the college or campus.

Aims of Professional Practice

The Professional Practice system has been explicitly designed to provide all prospective teachers with the opportunity to develop their knowledge and skills as members of an authentic school environment. They will progressively develop the understanding, techniques and relevant applications required to become effective teachers within that community of learners.

The growth and development of the individual teacher in the Professional Practice system occurs in a supportive context. Prospective teachers are introduced to a wide range of ideas about classrooms in action. They progressively develop the confidence and skill to take over and effectively lead student-centered learning. The system helps to develop the relevant professional knowledge, skills and attitudes in a collaborative and cooperative process that involves the teacher education institution, as well as the members of the whole learning community and family of schools. The Professional Practice system has, therefore, focused on the progressive development of these knowledge, skills and attitudes. It starts with a basic introduction to schools and classrooms. Then, through guided observations and action research tasks, it links college or campus with the classroom and develops a caring, responsible professional.

The overall aim is to educate an increasingly confident and skilled educator who provides an inclusive and gender- and human rights-sensitive learning experience for all in a student-centered, activity-based, challenging, but enjoyable, classroom.

Vision

All education must be future-oriented and gender-sensitive. Therefore, the scaffolded practicum experience has been designed to prepare prospective teachers with a flexible and practical perspective that will enable them to function effectively in a rapidly changing world. The teaching practice experiences, coupled with the course work in the Bachelor of Education, are designed to prepare all prospective teachers for a future which we barely understand, but which they will interpret as an interesting challenge, rather than an undesirable or incomprehensible one. The teacher must be a lifelong learner, with a flexibility and strength to help all students develop the necessary knowledge, skills and attitudes for a world in which they will be entering jobs not yet known, use technologies not yet invented and solve problems not yet imagined.

General Objectives of the Professional Practice System

At the end of the whole practicum experience all prospective teachers will:

- Be familiar with the personalities and expectations of students in the appropriate age level school (primary, elementary or secondary)
- Progressively develop as more competent and capable classroom teachers
- Develop empathy, caring and understanding for all students in schools, regardless of their abilities, needs, backgrounds and potential
- Be familiar with the learning styles and needs of all students within the school, including gender-specific needs and special needs such as learning, visual, hearing and physical challenges
- Be familiar with and able to operate within the administrative and regulative structures of their assigned school
- Be able to conduct observational and action research tasks, report results in an appropriate manner in their college or campus classes and use the information gained as a learning tool to advance their own understanding of education and classrooms in action
- Be able to function effectively as caring, responsible professionals at all times within the school system
- Be able to make informed links between educational ideas, information and theories with real and authentic classroom practice
- Develop skills as a life-long learner
- Be able to put into practice various ideas and theories about learning in authentic classrooms
- Be able to reflect appropriately on their own developing teaching skills and work progressively to reinforce their strengths and address their weaknesses
- Be able to use a variety of teaching technologies, including the chalkboard or whiteboard, as effective communication tools
- Be able to use a variety of increasingly sophisticated technologies, including various computer applications, as tools for learning

- Be able to design and implement effective learning experiences for a variety of different groups of learners taking in consideration their age, gender, ability/disability and social norms
- Be able to make reasoned choices about teaching methods, materials and resources and assessment strategies that are gender-sensitive and inclusive
- Develop an increasing level of self-confidence, self-awareness and professionalism
- Be able to participate effectively in the wider aspects of school life, including co-curricular activities
- Understand the functions of the school, as well as school and classroom discipline procedures and management strategies
- Be able to develop an increasing repertoire of gender- and human rights-sensitive and inclusive teaching skills, techniques and strategies that are effective in promoting learning
- Be able to develop a variety of techniques effective in motivating students and challenging their critical and creative talents
- Be able to discuss education on a general level, and classrooms in particular, in a more informed and practical way and learn from the experiences of others in authentic classrooms and schools
- Provide opportunities for prospective teachers to progressively enter the teaching profession and develop as a reflective practitioner capable of improving learning for their students and help them become lifelong learners themselves
- Graduate to become a full-functioning member of the school system and broader education profession

University of Education, Lahore

Current Governing Regulations for the Practicum

The University of Education, “Scheme of Study and Syllabi – Bachelor of Education Regulations”

As the existing regulations from the University this governance system needs to be coordinated and articulated with the proposals that are recommended to govern the administration of the Creating Excellent pilot practicum as included in this document.

A supervisor (UE or College Faculty member) will be assigned to each student/groups. The supervisor will observe at least two full lessons per week of each of his/her supervisees/UE faculty/MEd students to facilitate.

A classroom observation form will be filled out for each visit.

The class teacher in the school will play the role of co-supervisor. The co-supervisor will be provided orientation regarding the purposes of teaching practice and the responsibility of an advising teacher.

The role of the co-supervisor will be clearly defined and communicated.

The co-supervisor will be required to remain present in the classroom the whole time.

The co-supervisor will write an observation report on the prescribed form regarding the strengths, weaknesses, and progress of the student/checklist.

The observation reports will be submitted to the concerned supervisor for consideration while assessing the trainee teaches.

Students will prepare a lesson plan for each class meeting, which shall be signed by the supervisor and the co-supervisor at least one day in advance.

The final grade in a teaching practice will be based on the continuous evaluation of the supervisor and co-supervisor and the evaluation of the external examiner, who will be appointed by the Controller of Examinations, University of Education.

The external examiner will be oriented in the use of the evaluation checklist.

The distribution of marks will be as follows:

i. Supervisor	50%
ii. Co-Supervisor	20%
iii. External Examiner	30%

Special Regulations for the Professional Practice Pilot Governance for the Diagnostic Pilot

To conduct the Professional Practice pilot project in September 2009, the following modified regulations will be applied. For the purposes of this diagnostic pilot, they will replace the existing regulations from the University of Education, Lahore.

Faculty Supervisor

A faculty supervisor (UE or College faculty member) will be assigned to each prospective teacher. The faculty supervisor will observe at least two full lessons per week of each of his/her assigned prospective teachers. The faculty supervisor will complete a classroom observation form for each visit.

Faculty Mentor

A faculty mentor (UE or College faculty member) will also be assigned to each prospective teacher. The faculty mentor will support, assist and encourage the development of the prospective teacher before and during the Professional Practice experience.

Cooperating Teacher

A cooperating class teacher from the host school will act as an in-school mentor for each prospective teacher. S/he will remain in the classroom at all times. The cooperating teacher will write an observation report on the form provided. This will reflect the strengths, weaknesses and progress of the prospective teacher. The cooperating teacher will share the report with the prospective teacher and with the faculty supervisor. However, the cooperating teacher's report will not be used for evaluation of the prospective teacher.

Co-supervisor

In collaboration with the Professional Practice coordinator, the head of the host school will assign another individual from the teaching staff to serve as co-supervisor. The UE or College faculty will provide an orientation to the co-supervisor. The orientation will cover the principles of Professional Practice and his/her responsibility as an evaluator. The co-supervisor will assess at least two lessons per week. S/he will also write an evaluation report on the prescribed form regarding the strengths, weaknesses and progress of the prospective teacher. The evaluation reports will be submitted to the head of the relevant teacher education institution or practicum coordinator for consideration while assessing the prospective teacher.

Prospective Teacher

The prospective teacher will prepare a lesson plan for each class meeting that shall be signed by the faculty supervisor and cooperating teacher at least one day in advance. Comments to improve lesson plans should be provided to the prospective teacher where appropriate before implementation in the classroom.

Head of the Host School

The head of the cooperating host school will complete a *Head Teacher's Professional Evaluation Form* for each prospective teacher assigned to his/her school.

Final Grade

The final grade in a Professional Practice will be based on the assessments submitted by the faculty supervisor, co-supervisor and the professional evaluation by the head of the school. The distribution of marks will be as follows:

- | | | |
|------|-------------------------|-----|
| i. | Supervisor | 60% |
| ii. | Co-Supervisor | 30% |
| iii. | Head of the Host School | 10% |

External Examiner

The University of Education shall assign an External Examiner to monitor, spot check and sample the Professional Practice and ensure completeness, consistency and fairness. The External Examiner will submit a report to the Controller of Examinations and the Vice Chancellor, University of Education, on the conduct of the Professional Practice system.

Professional Practice: External Examiner's Evaluation Form

Date of Observation:	School:
Grade/Subject:	Term I _____ Term II _____
External Examiner: <i>(please print)</i>	Signature:
Cooperating Teacher: <i>(please print)</i>	Signature:
Prospective Teacher: <i>(please print)</i>	Signature:

Rubric

Rating	Descriptor	Scale
5	Outstanding	81-100
4	Very Good	61-80
3	Minimally Acceptable	40-60
2	Fail and Repeat	21-39
1	Fail	0-20

Comments/Targets for Improvement

(Use separate page, if required)

Previous targets for improvement (date):

Met _____ Not Met _____

Satisfactory progress:

Evident _____ Not Evident: _____

Competencies: Planning and Practice	1	2	3	4	5
1. Creates detailed, sequential lesson plans that are inclusive and gender-sensitive					
2. Creates innovative, engaging and flexible lesson plans					
3. Designs effective lesson introductions, transitions, pacing and closings					
4. "Reads" the class; adapts to the unexpected					
5. Checks for understanding; anticipates problems					
6. Displays effective questioning and facilitating skills					
7. Makes good use of planned assessment tools; uses timely feedback and maintains good records					

Competencies: Content and Methods					
8. Uses clear language and accurate/appropriate grammar					
9. Uses accurate and appropriate spelling and written language; covers content					
10. Demonstrates required subject knowledge for lesson and necessary computational skills (if required)					
11. Demonstrates skill and competency with technology					
12. Gives clear, accurate and complete instructions; meets learners' need for clarity					
13. Demonstrates effective use of gender-sensitive and inclusive teaching techniques					
14. Actively listens and responds appropriately; creates positive learning environment					
15. Shows strong professional work ethic and initiative; models enthusiasm for learning /inquiry					
16. Creates a learning environment conducive to risk-taking and ensures equal participation of all students, regardless of ability/disability and gender					
Competencies: Professionalism					
17. Is punctual, regular and dependable					
18. Is open and responsive to advice and guidance					
19. Develops good relationships with administration and colleagues					
20. Dresses professionally, displays professional attitude and conduct, demonstrates appropriate relationship with students					
Total per column					
	X 1	X 2	X 3	X 4	X 5
Subtotal					
TOTAL					

Prospective Teacher's Name	Assessment Calculations

Note: One copy is to be kept by the external examiner; one copy is to be presented to the practicum coordinator and a third copy is to be given to the prospective teacher.

Professional Practice: Head Teacher's Professional Evaluation Form

Dates of Professional Practice Period:	
School:	
Prospective Teacher: <i>(please print)</i>	
Cooperating Teacher: <i>(please print)</i>	
Evaluators Name: <i>(please print)</i>	Signature:

Rubric

Rating	Descriptor	Scale
5	Outstanding	81-100
4	Very Good	61-80
3	Minimally Acceptable	40-60
2	Fail and Repeat	21-39
1	Fail	0-20

Comments/Targets for Improvement (Use separate page, if required)

Basic Professional Competencies	1	2	3	4	5
Punctuality: Is punctual, regular and dependable					
Dress: Wears appropriate dress at all times					
Department					
Preparation					
Communications					

Professional Relationships					
With school administration					
With school staff					
With fellow teachers					
With peers					
With students					
With parents					
Professional Conduct Outside Teaching					
Actively listens and responds appropriately					
Shows strong professional work ethic and initiative					
Is open and responsive to advice and guidance					
Takes extra responsibilities as part of regular requirements					
Handles extra tasks assigned appropriately					
Is a welcome addition to the school community and teaching team					
Seeks out ways to help					
Goes above and beyond the regular call of duty					

Prospective Teacher's Name	
Final Assessment	Assessment Calculations

Note: One copy is to be kept by the Head of School; one copy is to be presented to the prospective teacher and a third copy is to be given to the faculty supervisor.

Professional Practice: Mentoring and Observation Form

Date of Observation:	School:
Grade/Subject:	Term I _____ Term II _____
Cooperating Teacher: <i>(please print)</i>	Signature:
Mentor/Facilitator/Peer: <i>(please print)</i>	Signature:
Prospective Teacher: <i>(please print)</i>	Signature:

Rubric: **S** = Satisfactory, **P** = Progressing, **N** = Needs Improvement, **U** = Unsatisfactory

NB> Use N/A as necessary where observation on any criteria is premature or not applicable.

Competencies: Planning and Practice	S	P	N	U
1. Creates detailed, sequential lesson plans that are inclusive and gender-sensitive				
2. Creates innovative, engaging and flexible lesson plans				
3. Designs effective lesson introductions, transitions, pacing and closings				
4. "Reads" the class; adapts to the unexpected				
5. Checks for understanding; anticipates problems				
6. Displays effective questioning and facilitating skills				
7. Makes good use of planned assessment tools; uses timely feedback and maintains good records				
Competencies: Content and Methods				
8. Uses clear language and accurate/appropriate grammar				
9. Uses accurate and appropriate spelling and written language; covers content				
10. Demonstrates required subject knowledge for lesson and necessary computational skills (if required)				
11. Demonstrates skill and competency with technology				
12. Gives clear, accurate and complete instructions; meets learners' need for clarity				
13. Demonstrates effective use of gender-sensitive and inclusive teaching techniques				
14. Actively listens and responds appropriately; creates positive learning environment				
15. Shows strong professional work ethic and initiative and models enthusiasm for learning and inquiry				
16. Creates a learning environment conducive to risk-taking and ensures equal participation of all students, regardless of ability/disability and gender				
Competencies: Professionalism				
17. Is punctual, regular and dependable				
18. Is open and responsive to advice and guidance				
19. Develops good relationships with administration and colleagues				
20. Dresses professionally, displays professional attitude and conduct, demonstrates appropriate relationship with students				

Comments/Targets for Improvement
(Use separate page, if required)

Previous targets for improvement (date):

Met _____ Not Met _____

Satisfactory progress:
Evident _____ Not Evident _____

Note: One copy is to be kept by the faculty mentor; one copy is to be presented to the cooperating teacher and a third copy is to be given to the prospective teacher.



A Systematic Approach To Lesson Planning

Lesson Plan Summary

Context

Every designed learning experience belongs in a context that focuses on the experience within a sequence of lessons. Alternatively, it might set the experience in the context of the curriculum and/or prior or future learning. For example, a lesson may provide the foundation for future learning. Thus, it might focus on the prerequisite knowledge, skills and attitudes for success in upcoming learning experiences. Alternatively, the context may connect this lesson to prior learning. For example, it might emphasize the intended learning outcomes as they reflect a broader social context, such as citizenship or the development of communications skills.

<p>Course Title</p> <p>Identifies the course, subject and other basic information</p>	<p>Duration</p> <p>Time for learning is a critical component in planning</p>	<p>Day and Date</p> <p>Locates the experience and important planning variables</p>
<p>Grade Level</p> <p>Places this learning design in a specific school/grade level</p>	<p>Age Group and Composition</p> <p>Identifies the target audience</p>	<p>Number of Students</p> <p>Number of students is an important variable</p>
<p>Unit</p> <p>Identifies the unit or module from the curriculum</p>	<p>Specific Topic Of Lesson</p> <p>Identifies the specific subject, theme or topic for this lesson</p>	

Intended Learning Outcomes

At the end of this lesson all students will:

This section specifies, clearly and precisely the intended learning outcomes for the lesson. It includes specification of all knowledge, skills and attitudinal outcomes planned. Even outcomes that may only be partially completed should be indicated.

Content

This section elaborates on the content of the lesson. The content should reflect the curriculum and be connected to the specified intended learning outcomes. This section also identifies the introduction, body and conclusion for the lesson, as well as the methodology.

Evaluation

This section provides information about how students' attainment will be assessed. It should also include information about how the lesson itself might be evaluated.

Resources

In this section all relevant resources should be identified. This helps the teacher ensure adequate preparation for the implementation of this lesson.